

**TOWNSHIP OF UNION PUBLIC SCHOOLS**



**Advanced Placement  
Psychology**

**July 21, 2020**

## **Mission Statement**

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

## **Philosophy Statement**

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

## Course Description

Advanced Placement Psychology has been designed to provide students with an introductory overview of the field of psychology. The course is designed to introduce students to the scientific study of human and animal behavior with an emphasis on empirical data. The curriculum covers the major fields and subfields of psychology in a manner that is consistent with an introductory college course. The curriculum is designed to match the National Standards for The Teaching of Psychology published by the College Board. Students are expected to complete all assignments on time and to present only the finest examples of their work. Students are consistently reminded that the course is designed to be comparable to an introductory course at the finest academic institutions in the nation and should be approached as such. Students have an opportunity to earn 3 college credits for this course and are expected to take the AP Psychology Exam in May.

# Curriculum Units/Pacing Guide

| Unit # / Title  | Number of Days |
|---|----------------|
| Unit 1: Psychology, Critical Thinking, and Science                | 18             |
| Unit 2: Brain and Behavior  | 18             |
| Unit 3: Sensation and Perception/States of Consciousness          | 18             |
| Unit 4: Conditioning and Learning                                 | 18             |
| Unit 5: Memory, Cognition, Language, Intelligence, and Creativity | 18             |
| Unit 6: Motivation and Emotion                                    | 18             |
| Unit 7: Development   | 18             |
| Unit 8: Personality   | 18             |
| Unit 9: Psychological Disorder/Therapy                            | 18             |
| Unit 10: Prosocial and Antisocial Behavior                        | 18             |

## Unit Standards Overview

| Overview | Unit Skills Focus | Content-Specific Practices<br>(when applicable) |
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| <p>Unit 1</p> <p>Psychology, Critical Thinking, and Science</p> | <p>Students will demonstrate an understanding of: Scope, History, and Methodology (CR I).</p> <p>Historical Schools: Functionalism vs. Structuralism.</p> <p>Students will demonstrate an understanding of Modern Approaches: Psychodynamic, Behaviorist, Cognitive, Humanistic, Evolutionary, Neuroscience.</p> <p>Students will demonstrate an understanding of: Nature of Scientific Inquiry, Sources of bias and error.</p> <p>Research Methods: Introspection, observation, survey, psychological testing, controlled experiments (CR2).</p> <p>Students will demonstrate an understanding of statistics: Central Tendency, variance, significance, correlation ethics in: Research: Human participants, animal subjects (CR16).</p> | <ul style="list-style-type: none"> <li>● Annotations and close reading activities</li> <li>● Classroom Discussions, Socratic seminars, and Debates</li> <li>● Analysis of graphic organizers and notes</li> <li>● Annotated Timelines</li> <li>● Teacher and student led PowerPoint Presentations</li> <li>● Class Trips to applicable historical sites/monuments</li> <li>● Definitions of key terms and concepts</li> <li>● Individual/Group Presentations</li> <li>● Document Based Question analysis and essays</li> <li>● Written responses to queries</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> <li>● Summary and analysis of guest speakers</li> </ul> |
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| <p><b>Suggested Resources</b><br/><i>Provide links to specific resources/ activities</i></p> | <p><u>Introduction to Psychology Gateways To Mind And Behavior.</u><br/><u>Supplemental Text: Barron's AP Psychology.</u><br/>www.collegeboard.org<br/>www.youtube.com<br/>www.classroom.google<br/>www.kahoot.com<br/><a href="http://www.lgbtqhistory.org/course/high-school-lesson-plans-general-lgbtq/">http://www.lgbtqhistory.org/course/high-school-lesson-plans-general-lgbtq/</a><br/><a href="https://www.apa.org/ed/precollege/topss/">https://www.apa.org/ed/precollege/topss/</a><br/><a href="http://teachinghighschoolpsychology.blogspot.com/#sthash.RSqVJlQK.dpbs">http://teachinghighschoolpsychology.blogspot.com/#sthash.RSqVJlQK.dpbs</a><br/><a href="https://www.verywellmind.com/how-to-learn-about-psychology-2794791">https://www.verywellmind.com/how-to-learn-about-psychology-2794791</a><br/><a href="https://www.highschooltestprep.com/ap/psychology/">https://www.highschooltestprep.com/ap/psychology/</a></p> |  |

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| <p>Unit 2<br/>Brain and<br/>Behavior</p> | <p>Students will demonstrate an understanding of:<br/>Neuroscience (CR3).</p> <p>Neuron: Neuronal and synaptic transmission, psychopharmacology, drug abuse.</p> <p>Students will demonstrate an understanding of:</p> <p>Brain: Research methodology, neuroanatomy, brain development, and aging.</p> <p>Students will demonstrate an understanding of hemispheric specialization.</p> <p>Students will demonstrate an understanding of:<br/>Nervous System: structural and functional organization.</p> <p>Students will demonstrate an understanding of<br/>Endocrine System: Anatomy, HPA-axis, immune system, genetics and Heritability.</p> |  |
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| <p><b>Suggested Resources</b><br/> <i>Provide links to specific resources/ activities</i></p> | <p><u>Introduction to Psychology Gateways To Mind And Behavior.</u><br/> <u>Supplemental Text: Barron’s AP Psychology.</u><br/> <a href="http://www.collegeboard.org">www.collegeboard.org</a><br/> <a href="http://www.youtube.com">www.youtube.com</a><br/> <a href="http://www.classroom.google">www.classroom.google</a><br/> <a href="http://www.kahoot.com">www.kahoot.com</a><br/> <a href="http://www.lgbtqhistory.org/course/high-school-lesson-plans-general-lgbtq/">http://www.lgbtqhistory.org/course/high-school-lesson-plans-general-lgbtq/</a><br/> <a href="https://www.apa.org/ed/precollege/topss/">https://www.apa.org/ed/precollege/topss/</a><br/> <a href="http://teachinghighschoolpsychology.blogspot.com/#sthash.RSqVJlQK.dpbs">http://teachinghighschoolpsychology.blogspot.com/#sthash.RSqVJlQK.dpbs</a><br/> <a href="https://www.verywellmind.com/how-to-learn-about-psychology-2794791">https://www.verywellmind.com/how-to-learn-about-psychology-2794791</a><br/> <a href="https://www.highschooltestprep.com/ap/psychology/">https://www.highschooltestprep.com/ap/psychology/</a></p> |  |
| <p>Unit 3<br/> Sensation and Perception/States of Consciousness</p>                           | <p>Students will demonstrate an understanding of Psychophysics:</p> <p>Thresholds (absolute, difference, Weber’s constants), signal detection theory.</p> <p>Students will demonstrate understanding of: Sensory organs and Transduction:</p> <p>Visual (including color vision and feature detection), auditory, olfactory, gustatory, proprioceptive.</p>   |  |



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| <p><b>Suggested Resources</b><br/> <i>Provide links to specific resources/ activities</i></p> | <p><u>Introduction to Psychology Gateways To Mind And Behavior.</u><br/> <u>Supplemental Text: Barron’s AP Psychology.</u><br/> <a href="http://www.collegeboard.org">www.collegeboard.org</a><br/> <a href="http://www.youtube.com">www.youtube.com</a><br/> <a href="http://www.classroom.google">www.classroom.google</a><br/> <a href="http://www.kahoot.com">www.kahoot.com</a><br/> <a href="https://www.apa.org/ed/precollege/topss/">https://www.apa.org/ed/precollege/topss/</a><br/> <a href="http://www.lgbtqhistory.org/course/high-school-lesson-plans-general-lgbtq/">http://www.lgbtqhistory.org/course/high-school-lesson-plans-general-lgbtq/</a><br/> <a href="http://teachinghighschoolpsychology.blogspot.com/#sthash.RSqVJlQK.dpbs">http://teachinghighschoolpsychology.blogspot.com/#sthash.RSqVJlQK.dpbs</a><br/> <a href="https://www.verywellmind.com/how-to-learn-about-psychology-2794791">https://www.verywellmind.com/how-to-learn-about-psychology-2794791</a><br/> <a href="https://www.highschooltestprep.com/ap/psychology/">https://www.highschooltestprep.com/ap/psychology/</a></p> |  |
| <p>Unit 4<br/> Conditioning and Learning</p>  | <p>Students will demonstrate an understanding of Behaviorism, Historical Background and philosophy of Behaviorism.</p> <p>Students will demonstrate an understanding of: Classical Conditioning; Pavlov, Watson, applications, biological, critique, cognitivist challenge.</p> <p>Students will demonstrate an understanding of: Operant Conditioning; Thorndike, Skinner, Bandura, behavior modification, biological critique, cognitivist challenge (CR15).</p> <p>Students will demonstrate an understanding of: The Watson/baby Albert experiment.</p>   |  |

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| <p><b>Suggested Resources</b><br/> <i>Provide links to specific resources/ activities</i></p>           | <p><u>Introduction to Psychology Gateways To Mind And Behavior.</u><br/> <u>Supplemental Text: Barron’s AP Psychology.</u><br/> <a href="http://www.collegeboard.org">www.collegeboard.org</a><br/> <a href="http://www.youtube.com">www.youtube.com</a><br/> <a href="http://www.classroom.google">www.classroom.google</a><br/> <a href="http://www.kahoot.com">www.kahoot.com</a><br/> <a href="https://www.apa.org/ed/precollege/topss/">https://www.apa.org/ed/precollege/topss/</a><br/> <a href="http://teachinghighschoolpsychology.blogspot.com/#sthash.RSqVJlQK.dpbs">http://teachinghighschoolpsychology.blogspot.com/#sthash.RSqVJlQK.dpbs</a><br/> <a href="https://www.verywellmind.com/how-to-learn-about-psychology-2794791">https://www.verywellmind.com/how-to-learn-about-psychology-2794791</a><br/> <a href="https://www.highschooltestprep.com/ap/psychology/">https://www.highschooltestprep.com/ap/psychology/</a></p> |  |
| <p><b>Unit 5</b><br/> Memory,<br/> Cognition,<br/> Language,<br/> Intelligence, and<br/> Creativity</p> | <p>Students will demonstrate an understanding of:<br/> Consciousness, Memory, and Language (CR5)</p> <p>Students will demonstrate an understanding of<br/> Memory; information processing, storage, retrieval<br/> accuracy of memory: Loftus and Schacter.</p> <p>Cognition: Problem solving and heuristics (CR7).</p> <p>Students will demonstrate an understanding of:<br/> language; Skinner and Chomsky (CR11 evidence).</p> <p>Students will demonstrate an understanding of<br/> episodic memory and recall.</p>  |  |

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| <p><b>Unit 6</b><br/>Motivation and Emotion</p>                                      | <p>Students will demonstrate an understanding of: Motivation and Emotions (CR8).</p> <p>Motivation Concepts; instincts, drives, optimal arousal.</p> <p>Students will demonstrate an understanding of: Maslow’s Hierarchy, hunger and eating disorders, sexuality, and sexual orientation.</p> <p>Students will demonstrate an understanding of: Achievement Motivation; McClelland and the TAT, intrinsic vs. extrinsic motivators.</p> <p>Students will demonstrate an understanding of: Physiology of Emotion; fear, anger happiness.</p> <p>Expression of Emotion: Darwin and Ekman.</p>   |  |

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|   | Theories of Emotion: James-Lange, Cannon-Bard, Schacter-Singer.  |  |
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| <p>Unit 7<br/>Development</p>  | <p>Students will demonstrate and understanding of Developmental Psychology (CR9).</p> <p>Students will demonstrate an understanding of Methodology; Longitudinal and cross sectional studies, Nature vs. Nurture, Maturation vs. Learning.</p> <p>Students will demonstrate an understanding of Influential Theories: Piaget and Cognitive Development.</p> <p>Students will demonstrate an understanding of: Kohlberg and Moral Development, Gilligan and gender differentiation (CR6), infancy, childhood adolescence, and adulthood.</p>  |  |
| <p><b>Suggested Resources</b><br/><i>Provide links to specific resources/ activities</i></p> | <p><u><a href="#">Introduction to Psychology Gateways To Mind And Behavior.</a></u><br/> <u><a href="#">Supplemental Text: Barron's AP Psychology.</a></u><br/> <a href="http://www.collegeboard.org">www.collegeboard.org</a><br/> <a href="http://www.youtube.com">www.youtube.com</a><br/> <a href="http://www.classroom.google">www.classroom.google</a><br/> <a href="http://www.kahoot.com">www.kahoot.com</a><br/> <a href="https://www.apa.org/ed/precollege/topss/">https://www.apa.org/ed/precollege/topss/</a><br/> <a href="http://teachinghighschoolpsychology.blogspot.com/#sthash.RSqVJIQK.dpbs">http://teachinghighschoolpsychology.blogspot.com/#sthash.RSqVJIQK.dpbs</a><br/> <a href="https://www.verywellmind.com/how-to-learn-about-psychology-2794791">https://www.verywellmind.com/how-to-learn-about-psychology-2794791</a><br/> <a href="https://www.highschooltestprep.com/ap/psychology/">https://www.highschooltestprep.com/ap/psychology/</a></p> |  |

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| <p>Unit 8<br/>Personality</p> | <p>The students will demonstrate an understanding of Personality (CR10).</p> <p>Psychodynamic Perspective: Freud, Jung, Adler.</p> <p>The students will demonstrate an understanding of Trait Perspective: Allport, factor analysis and the “Five Factor” model, assessment (Myers-Briggs, MMPI-II)</p> <p>The students will demonstrate and understanding of Humanistic Perspective: Maslow and Rogers.</p> <p>Social-Cognitive Perspective: Bandura and Seligman.</p> <p>The students will demonstrate an understanding of Stress and Health; Stress as a concept: Selye, stress and health adjustment.</p> |  |
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| <p><b>Suggested Resources</b><br/> <i>Provide links to specific resources/ activities</i></p> | <p><u>Introduction to Psychology Gateways To Mind And Behavior.</u><br/> <u>Supplemental Text: Barron’s AP Psychology.</u><br/> <a href="http://www.collegeboard.org">www.collegeboard.org</a><br/> <a href="http://www.youtube.com">www.youtube.com</a><br/> <a href="http://www.classroom.google">www.classroom.google</a><br/> <a href="http://www.kahoot.com">www.kahoot.com</a><br/> <a href="https://www.apa.org/ed/precollege/topss/">https://www.apa.org/ed/precollege/topss/</a><br/> <a href="http://www.lgbtqhistory.org/course/high-school-lesson-plans-general-lgbtq/">http://www.lgbtqhistory.org/course/high-school-lesson-plans-general-lgbtq/</a><br/> <a href="http://teachinghighschoolpsychology.blogspot.com/#sthash.RSqVJlQK.dpbs">http://teachinghighschoolpsychology.blogspot.com/#sthash.RSqVJlQK.dpbs</a><br/> <a href="https://www.verywellmind.com/how-to-learn-about-psychology-2794791">https://www.verywellmind.com/how-to-learn-about-psychology-2794791</a><br/> <a href="https://www.highschooltestprep.com/ap/psychology/">https://www.highschooltestprep.com/ap/psychology/</a></p> |  |
| <p>Unit 9<br/> Psychological<br/> Disorder/Therapy</p>  | <p>The students will demonstrate a knowledge of Abnormal Psychology (CR 12, CR 13).</p> <p>Approaches to abnormality: The Rosehan study, historical approaches (deviance), the medical model, the biopsychosocial model.</p> <p>Classifying disorders: Evolution of the DSM-IV-TR.</p> <p>Major categories of disorders: anxiety disorders, dissociative disorders, mood disorders, schizophrenia, personality disorders.</p> <p>Students will demonstrate an understanding Major Approaches to Psychotherapy: psychoanalysis, behavioristic, humanistic, cognitive, group, pharmacological.</p> <p>Does therapy work?</p>  |  |

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|   | <p>Eysenck, outcome studies, and the Consumer Reports study.</p> <p>CR 8: Evidence of curricular requirement; the course provides instruction in motivation and emotion.</p> <p>CR 10: Evidence of curricular requirement: The course provides instruction in personality.</p> <p>CR12: Evidence of curricular requirement: The course provides instruction in abnormal psychology.</p> <p>CR 13: Evidence of curricular requirement: The Course provides instruction in treatment of psychological disorders.</p>  |  |
| <p><b>Suggested Resources</b><br/> <i>Provide links to specific resources/ activities</i></p> | <p><u>Introduction to Psychology Gateways To Mind And Behavior.</u><br/> <u>Supplemental Text: Barron’s AP Psychology.</u><br/> <a href="http://www.collegeboard.org">www.collegeboard.org</a><br/> <a href="http://www.youtube.com">www.youtube.com</a><br/> <a href="http://www.classroom.google">www.classroom.google</a><br/> <a href="http://www.kahoot.com">www.kahoot.com</a><br/> <a href="https://www.apa.org/ed/precollege/topss/">https://www.apa.org/ed/precollege/topss/</a><br/> <a href="http://www.lgbtqhistory.org/course/high-school-lesson-plans-general-lgbtq/">http://www.lgbtqhistory.org/course/high-school-lesson-plans-general-lgbtq/</a><br/> <a href="http://teachinghighschoolpsychology.blogspot.com/#sthash.RSqVJlQK.dpbs">http://teachinghighschoolpsychology.blogspot.com/#sthash.RSqVJlQK.dpbs</a><br/> <a href="https://www.verywellmind.com/how-to-learn-about-psychology-2794791">https://www.verywellmind.com/how-to-learn-about-psychology-2794791</a><br/> <a href="https://www.highschooltestprep.com/ap/psychology/">https://www.highschooltestprep.com/ap/psychology/</a></p> |  |



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| <p>Unit 10<br/>Prosocial and<br/>Antisocial<br/>Behavior</p> | <p>The students will demonstrate an understanding of Social Psychology (CR 14).<br/>Attitudes and Behavior; the students will demonstrate an understanding of: Fundamental attribution error, roles, Festinger and cognitive dissonance.</p> <p>The students will demonstrate an understanding of Group Influence: Asch and conformity, Milgram and obedience, facilitation and loafing, Janis and groupthink.</p> <p>Situational experiments and demonstrations.</p> <p>Utilization of ancillary materials, supplemental videos, presentation of project.</p> <p>The students will demonstrate an understanding of prejudice and scapegoating.</p> <p>Altruism: Darley and Latane'.</p> |  |
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| <p><b>Suggested Resources</b><br/>Provide links to specific resources/ activities</p> | <p><u>Introduction to Psychology Gateways To Mind And Behavior.</u><br/> <u>Supplemental Text: Barron’s AP Psychology.</u><br/> <a href="http://www.collegeboard.org">www.collegeboard.org</a><br/> <a href="http://www.youtube.com">www.youtube.com</a><br/> <a href="http://www.classroom.google">www.classroom.google</a><br/> <a href="http://www.kahoot.com">www.kahoot.com</a><br/> <a href="https://www.apa.org/ed/precollege/topss/">https://www.apa.org/ed/precollege/topss/</a><br/> <a href="http://www.lgbtqhistory.org/course/high-school-lesson-plans-general-lgbtq/">http://www.lgbtqhistory.org/course/high-school-lesson-plans-general-lgbtq/</a><br/> <a href="https://www.apa.org/ed/precollege/topss/lessons/sexual-orientation.pdf">https://www.apa.org/ed/precollege/topss/lessons/sexual-orientation.pdf</a><br/> <a href="http://teachinghighschoolpsychology.blogspot.com/#sthash.RSqVJIQK.dpbs">http://teachinghighschoolpsychology.blogspot.com/#sthash.RSqVJIQK.dpbs</a><br/> <a href="https://www.verywellmind.com/how-to-learn-about-psychology-2794791">https://www.verywellmind.com/how-to-learn-about-psychology-2794791</a><br/> <a href="https://www.highschooltestprep.com/ap/psychology/">https://www.highschooltestprep.com/ap/psychology/</a></p> |
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# Curricular Units

## Unit 1: Psychology, Critical Thinking, and Science

| Critical Knowledge & Skills   | Content-Specific Practices   | Standard Mastery Examples<br><i>(The Student will be able to:)</i>  |
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| <p>Why is psychology considered a science?</p> <p>How did psychology begin?</p> <p>What are the major perspectives in psychology?</p> | <p>Annotations and close reading activities<br/> Classroom Discussions, Socratic seminars, and Debates<br/> Analysis of graphic organizers and notes<br/> Annotated Timelines<br/> Teacher and student led PowerPoint Presentations<br/> Class Trips to applicable historical sites/monuments<br/> Definitions of key terms and concepts</p> | <p>Students will define the vocabulary terms from the unit.</p> <p>Outline the chapters of the textbook</p> |

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|   | <p>Individual/Group Presentations<br/> Document Based Question analysis and essays<br/> Written responses to queries<br/> Summary and Analysis of Videos/Documentaries/Films<br/> Summary and analysis of guest speakers</p>  | <p>Complete the Barron's questions from the unit.</p> <p>Daily classroom activities: experiments, lecture, videos, discussions</p> <p>Free response in AP Style</p>   |
| <p>What are the strengths and weaknesses of each research method?</p> <p>How are statistics used in psychology?</p> | <p>Annotations and close reading activities<br/> Classroom Discussions, Socratic seminars, and Debates<br/> Analysis of graphic organizers and notes<br/> Annotated Timelines<br/> Teacher and student led PowerPoint Presentations<br/> Class Trips to applicable historical sites/monuments<br/> Definitions of key terms and concepts<br/> Individual/Group Presentations<br/> Document Based Question analysis and essays<br/> Written responses to queries<br/> Summary and Analysis of Videos/Documentaries/Films<br/> Summary and analysis of guest speakers</p> | <p>Students will define the vocabulary terms from the unit.</p> <p>Outline the chapters of the textbook</p> <p>Complete the Barron's questions from the unit.</p> <p>Daily classroom activities: experiments, lecture, videos, discussions</p> <p>Free response in AP Style</p> |

| Unit 1 Assessment Plan  |   |
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| Formative Assessment<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> | Summative Assessment<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> |
| Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,                       | Tests, Quizzes, Projects  |

| Unit 1 Suggested Modifications/Accommodations/Extension Activities  |  |   |
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| English Language Learners (ELL)<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>  | Special Education / 504<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>   | Gifted and Talented<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>                              |
| a. Read written instructions/Google translate<br>b. Students may be provided with note organizers/study guides to reinforce key topics.<br>c. Model and provide examples<br>d. Extended time on assessments when needed.<br>e. Establish a non-verbal cue to redirect student when not on task. | a. Students may be provided with note organizers / study guides to reinforce key topics.<br>b. Extended time on assessments when needed.<br>c. Preferred seating to be determined by student and teacher.<br>d. Provide modified assessments when necessary. | a. Use of Higher Level Questioning Techniques<br>b. Extension/Challenge Questions<br>c. Provide Assessments at a Higher Level of Thinking |

| Unit 1 Connections  |  |
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| NJSLS - Technology<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i><br>Refer to the <a href="#">NJ Technology Standards</a>   | Career Readiness Practices<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i><br>Refer to the <a href="#">NJ Career Readiness Practices</a>  |
| 8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.<br><br>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.<br><br>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.<br><br>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results. | CRP1. Act as a responsible and contributing citizen and employee.<br>CRP2. Apply appropriate academic and technical skills.<br>CRP3. Attend to personal health and financial well-being.<br>CRP4. Communicate clearly and effectively and with reason.<br>CRP5. Consider the environmental, social and economic impacts of decisions.<br>CRP6. Demonstrate creativity and innovation.<br>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.<br>CRP9. Model integrity, ethical leadership and effective management.<br>CRP11. Use technology to enhance productivity. |
| 21st Century Skills<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i><br>Refer to the <a href="#">21st Century Life and Skills</a>   | Interdisciplinary Connections<br><i>When possible, provide links to specific ELA/Math/ Sci/SS standards as well as samples/ documents/ assignments/ etc.</i><br>Refer to the <a href="#">NJ Student Learning Standards</a>   |
| 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.  | English: Written reports about experiments   |

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|---|---|
| <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p> | <p>Art: Brain Projects</p> <p>Math: Information logs on experiments</p> |
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## Unit 2: Brain and Behavior

| Critical Knowledge & Skills  | Content-Specific Practices<br>(when applicable)   | Standard Mastery Examples<br><i>When possible, provide links to specific samples/<br/>documents/ assignments/ etc.</i> |
|--|---|--|
| <p>What is biopsychology?</p> <p>How is the brain anatomy related to behavior?</p> | <p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> | <p>Students will define the vocabulary terms from the unit.</p>  |

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|--|---|---|
| <p>What is the story of Phineas Gage?</p>  | <p>Class Trips to applicable historical sites/monuments<br/>         Definitions of key terms and concepts<br/>         Individual/Group Presentations<br/>         Document Based Question analysis and essays<br/>         Written responses to queries<br/>         Summary and Analysis of Videos/Documentaries/Films<br/>         Summary and analysis of guest speakers</p>   | <p>Outline the chapters of the textbook</p> <p>Complete the Barron's questions from the unit.</p> <p>Daily classroom activities: experiments, lecture, videos, discussions</p> <p>Free response in AP Style</p>   |
| <p>How does the nervous system function?</p> <p>How do case studies of brain trauma explain localization?</p> <p>What is plasticity?</p> | <p>Annotations and close reading activities<br/>         Classroom Discussions, Socratic seminars, and Debates<br/>         Analysis of graphic organizers and notes<br/>         Annotated Timelines<br/>         Teacher and student led PowerPoint Presentations<br/>         Class Trips to applicable historical sites/monuments<br/>         Definitions of key terms and concepts<br/>         Individual/Group Presentations<br/>         Document Based Question analysis and essays<br/>         Written responses to queries<br/>         Summary and Analysis of Videos/Documentaries/Films<br/>         Summary and analysis of guest speakers</p> | <p>Students will define the vocabulary terms from the unit.</p> <p>Outline the chapters of the textbook</p> <p>Complete the Barron's questions from the unit.</p> <p>Daily classroom activities: experiments, lecture, videos, discussions</p> <p>Free response in AP Style</p> |

| <b>Formative Assessment</b><br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> | <b>Summative Assessment</b><br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> |
|--|--|
| Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,                              | Tests, Quizzes, Projects   |

| <b>Unit 2 Suggested Modifications/Accommodations/Extension Activities</b>   |  |   |
|---|--|---|
| <b>English Language Learners (ELL)</b><br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>   | <b>Special Education / 504</b><br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>  | <b>Gifted and Talented</b><br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>                       |
| a. Read written instructions<br>b. Students may be provided with note organizers/study guides to reinforce key topics.<br>c. Model and provide examples<br>d. Extended time on assessments when needed. | a. Students may be provided with note organizers / study guides to reinforce key topics.<br>b. Extended time on assessments when needed.<br>c. Preferred seating to be determined by student and teacher.<br>d. Provide modified assessments when necessary. | a. Use of Higher Level Questioning Techniques<br>b. Extension/Challenge Questions<br>c. Provide Assessments at a Higher Level of Thinking |

| <b>Unit 2 Connections</b>   |  |
|---|--|
| <b>NJSLS - Technology</b><br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i><br>Refer to the <a href="#">NJ Technology Standards</a>  | <b>Career Readiness Practices</b><br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i><br>Refer to the <a href="#">NJ Career Readiness Practices</a>   |
| 8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.<br><br>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.<br><br>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.<br><br>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results. | CRP1. Act as a responsible and contributing citizen and employee.<br>CRP2. Apply appropriate academic and technical skills.<br>CRP3. Attend to personal health and financial well-being.<br>CRP4. Communicate clearly and effectively and with reason.<br>CRP5. Consider the environmental, social and economic impacts of decisions.<br>CRP6. Demonstrate creativity and innovation.<br>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.<br>CRP9. Model integrity, ethical leadership and effective management.<br>CRP11. Use technology to enhance productivity. |
| <b>21st Century Skills</b><br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i><br>Refer to the <a href="#">21st Century Life and Skills</a>  | <b>Interdisciplinary Connections</b><br><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i>   |

|   | Refer to the <a href="#">NJ Student Learning Standards</a>  |
|---|---|
| <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p> | <p>English: Written reports about experiments</p> <p>Art: Brain Projects</p> <p>Math: Information logs on experiments</p> |

## Unit 3: Sensation and Perception/States of Consciousness

| Critical Knowledge & Skills   | Content-Specific Practices<br>(when applicable)  | Standard Mastery Examples<br>(The Student will be able to:)   |
|---|--|---|
| <p>What is consciousness?</p> <p>What happens while we are dreaming?</p> <p>How is lucid dreaming beneficial?</p> | <p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> | <p>Students will define the vocabulary terms from the unit.</p> <p>Outline the chapters of the textbook</p> <p>Complete the Barron's questions from the unit.</p> |



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|  | Individual/Group Presentations<br>Document Based Question analysis and essays<br>Written responses to queries<br>Summary and Analysis of<br>Videos/Documentaries/Films<br>Summary and analysis of guest speakers   | Daily classroom activities:<br>experiments, lecture, videos,<br>discussions<br><br>Free response in AP Style  |
| How do Various drugs<br>impact consciousness?<br><br>What is the treatment for<br>addiction? | Annotations and close reading activities<br>Classroom Discussions, Socratic seminars, and<br>Debates<br>Analysis of graphic organizers and notes<br>Annotated Timelines<br>Teacher and student led PowerPoint<br>Presentations<br>Class Trips to applicable historical<br>sites/monuments<br>Definitions of key terms and concepts<br>Individual/Group Presentations<br>Document Based Question analysis and essays<br>Written responses to queries<br>Summary and Analysis of<br>Videos/Documentaries/Films<br>Summary and analysis of guest speakers | Students will define the<br>vocabulary terms from the unit.<br><br>Outline the chapters of the<br>textbook<br><br>Complete the Barron's<br>questions from the unit.<br><br>Daily classroom activities:<br>experiments, lecture, videos,<br>discussions<br><br>Free response in AP Style |

| Unit 3 Assessment Plan  |   |
|---|---|
| Formative Assessment<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> | Summative Assessment<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> |
| Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,                       | Tests, Quizzes, Projects  |

| Unit 3 Suggested Modifications/Accommodations/Extension Activities   |  |  |
|--|--|--|
| English Language Learners (ELL)<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> | Special Education / 504<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> | Gifted and Talented<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> |
| a. Read written instructions   | a. Students may be provided with note organizers / study guides to reinforce key topics.                         | a. Use of Higher Level Questioning Techniques<br>b. Extension/Challenge Questions                            |

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|--|--|---|
| <p>b. Students may be provided with note organizers/study guides to reinforce key topics.</p> <p>c. Model and provide examples</p> <p>d. Extended time on assessments when needed.</p> <p>e. Establish a non-verbal cue to redirect student when not on task.</p> <p>f. Students may use a bilingual dictionary.</p> <p>g. Pair Visual Prompts with Verbal Presentations</p> <p>h. Highlight Key Words &amp; Phrases</p> | <p>b. Extended time on assessments when needed.</p> <p>c. Preferred seating to be determined by student and teacher.</p> <p>d. Provide modified assessments when necessary.</p> <p>e. Student may complete assessments in alternate setting when requested.</p> <p>f. Establish a non-verbal cue to redirect student when not on task.</p> | <p>c. Provide Assessments at a Higher Level of Thinking</p> |
|--|--|---|

| Unit 3 Connections   |   |
|--|---|
| <p align="center"><b>NJSLS - Technology</b></p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p align="center">Refer to the <a href="#">NJ Technology Standards</a></p>   | <p align="center"><b>Career Readiness Practices</b></p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p align="center">Refer to the <a href="#">NJ Career Readiness Practices</a></p>  |
| <p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p> | <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p> |
| <p align="center"><b>21st Century Skills</b></p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p align="center">Refer to the <a href="#">21st Century Life and Skills</a></p>   | <p align="center"><b>Interdisciplinary Connections</b></p> <p align="center"><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i></p> <p align="center">Refer to the <a href="#">NJ Student Learning Standards</a></p>  |
| <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p>  | <p align="center">English: Written reports about experiments</p>  |

|   |   |
|---|---|
| <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p> | <p>Art: Brain Projects</p> <p>Math: Information logs on experiments</p> |
|---|---|

## Unit 4: Conditioning and Learning

| Critical Knowledge & Skills  | Content-Specific Practices<br>(when applicable)   | Standard Mastery Examples<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>  |
|--|---|---|
| <p>How do humans learn?</p> <p>What are the similarities and differences between human learning and other animals learning?</p> <p>How do classical and operant conditioning differ?</p> | <p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> | <p>Students will define the vocabulary terms from the unit.</p> <p>Outline the chapters of the textbook</p> <p>Complete the Barron's questions from the unit.</p> |

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|   | Summary and Analysis of Videos/Documentaries/Films<br>Summary and analysis of guest speakers   | Daily classroom activities: experiments, lecture, videos, discussions<br><br>Free response in AP Style   |
| What schedules of reinforcement work best?<br><br>How do superstitions develop?<br><br>How can phobias and addictions be counter conditioned? | Annotations and close reading activities<br>Classroom Discussions, Socratic seminars, and Debates<br>Analysis of graphic organizers and notes<br>Annotated Timelines<br>Teacher and student led PowerPoint Presentations<br>Class Trips to applicable historical sites/monuments<br>Definitions of key terms and concepts<br>Individual/Group Presentations<br>Document Based Question analysis and essays<br>Written responses to queries<br>Summary and Analysis of Videos/Documentaries/Films<br>Summary and analysis of guest speakers | Students will define the vocabulary terms from the unit.<br><br>Outline the chapters of the textbook<br><br>Complete the Barron's questions from the unit.<br><br>Daily classroom activities: experiments, lecture, videos, discussions<br><br>Free response in AP Style |

| Unit 4 Suggested Modifications/Accommodations/Extension Activities  |  |   |
|---|--|---|
| English Language Learners (ELL)<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>  | Special Education / 504<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>   | Gifted and Talented<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>  |
| <ul style="list-style-type: none"> <li>a. Read written instructions</li> <li>b. Students may be provided with note organizers/study guides to reinforce key topics.</li> <li>c. Model and provide examples</li> <li>d. Extended time on assessments when needed.</li> <li>e. Establish a non-verbal cue to redirect student when not on task.</li> <li>f. Students may use a bilingual dictionary.</li> </ul> | <ul style="list-style-type: none"> <li>a. Students may be provided with note organizers / study guides to reinforce key topics.</li> <li>b. Extended time on assessments when needed.</li> <li>c. Preferred seating to be determined by student and teacher.</li> <li>d. Provide modified assessments when necessary.</li> <li>E. Student may complete assessments in alternate setting when requested.</li> </ul> | <ul style="list-style-type: none"> <li>a. Use of Higher Level Questioning Techniques</li> <li>b. Extension/Challenge Questions</li> <li>c. Provide Assessments at a Higher Level of Thinking</li> </ul> |

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| g. Pair Visual Prompts with Verbal Presentations |  |  |
|--|--|--|

| Unit 4 Connections   |   |
|--|---|
| <b>NJSLS - Technology</b><br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i><br>Refer to the <a href="#">NJ Technology Standards</a>   | <b>Career Readiness Practices</b><br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i><br>Refer to the <a href="#">NJ Career Readiness Practices</a>  |
| <p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p> | <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p> |
| <b>21st Century Skills</b><br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i><br>Refer to the <a href="#">21st Century Life and Skills</a>   | <b>Interdisciplinary Connections</b><br><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i><br>Refer to the <a href="#">NJ Student Learning Standards</a>  |
| <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p>  | <p>English: Written reports about experiments</p> <p>Art: Brain Projects</p> <p>Math: Information logs on experiments</p>   |

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

## Unit 5: Memory, Cognition, Language, Intelligence, and Creativity

| Critical Knowledge & Skills   | Content-Specific Practices<br>(when applicable)  | Standard Mastery Examples<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>  |
|---|--|---|
| <p>What is cognition?</p> <p>How does information processing work?</p> <p>How can schemas change with experience?</p> <p>What makes a person an expert?</p> | <p>Annotations and close reading activities<br/>Classroom Discussions, Socratic seminars, and Debates<br/>Analysis of graphic organizers and notes<br/>Annotated Timelines<br/>Teacher and student led PowerPoint Presentations<br/>Class Trips to applicable historical sites/monuments<br/>Definitions of key terms and concepts<br/>Individual/Group Presentations<br/>Document Based Question analysis and essays<br/>Written responses to queries<br/>Summary and Analysis of Videos/Documentaries/Films<br/>Summary and analysis of guest speakers</p> | <p>Students will define the vocabulary terms from the unit.</p> <p>Outline the chapters of the textbook</p> <p>Complete the Barron's questions from the unit.</p> <p>Daily classroom activities: experiments, lecture, videos, discussions</p> <p>Free response in AP Style</p> |
| <p>How do humans acquire language?</p> <p>What is intelligence?</p>   | <p>Annotations and close reading activities<br/>Classroom Discussions, Socratic seminars, and Debates<br/>Analysis of graphic organizers and notes<br/>Annotated Timelines<br/>Teacher and student led PowerPoint Presentations</p>  | <p>Students will define the vocabulary terms from the unit.</p> <p>Outline the chapters of the textbook</p>   |

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|---|--|--|
| How is intelligence measured?           | Class Trips to applicable historical sites/monuments<br>Definitions of key terms and concepts<br>Individual/Group Presentations<br>Document Based Question analysis and essays<br>Written responses to queries<br>Summary and Analysis of Videos/Documentaries/Films<br>Summary and analysis of guest speakers | Complete the Barron's questions from the unit.<br><br>Daily classroom activities: experiments, lecture, videos, discussions<br><br>Free response in AP Style |
| What are various forms of intelligence? |  |  |

| Unit 5 Assessment Plan  |   |
|---|---|
| Formative Assessment<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> | Summative Assessment<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> |
| Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides                        | Tests, Quizzes, Projects  |

| Unit 5 Suggested Modifications/Accommodations/Extension Activities  |  |   |
|---|--|---|
| English Language Learners (ELL)<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>  | Special Education / 504<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>   | Gifted and Talented<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>  |
| <ul style="list-style-type: none"> <li>a. Read written instructions</li> <li>b. Students may be provided with note organizers/study guides to reinforce key topics.</li> <li>c. Model and provide examples</li> <li>d. Extended time on assessments when needed.</li> <li>e. Establish a non-verbal cue to redirect student when not on task.</li> <li>f. Students may use a bilingual dictionary.</li> <li>g. Pair Visual Prompts with Verbal Presentations</li> <li>h. Highlight Key Words &amp; Phrases</li> </ul> | <ul style="list-style-type: none"> <li>a. Students may be provided with note organizers / study guides to reinforce key topics.</li> <li>b. Extended time on assessments when needed.</li> <li>c. Preferred seating to be determined by student and teacher.</li> <li>d. Provide modified assessments when necessary.</li> <li>E. Student may complete assessments in alternate setting when requested.</li> </ul> | <ul style="list-style-type: none"> <li>a. Use of Higher Level Questioning Techniques</li> <li>b. Extension/Challenge Questions</li> <li>c. Provide Assessments at a Higher Level of Thinking</li> </ul> |

| Unit 5 Connections  |   |
|---|---|
| NJSLS - Technology<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i><br>Refer to the <a href="#">NJ Technology Standards</a> | Career Readiness Practices<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i><br>Refer to the <a href="#">NJ Career Readiness Practices</a> |
| 8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career  | CRP1. Act as a responsible and contributing citizen and employee.<br>CRP2. Apply appropriate academic and technical skills.   |

|   |  |
|---|--|
| <p>aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p> | <p>CRP3. Attend to personal health and financial well-being.<br/> CRP4. Communicate clearly and effectively and with reason.<br/> CRP5. Consider the environmental, social and economic impacts of decisions.<br/> CRP6. Demonstrate creativity and innovation.<br/> CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.<br/> CRP9. Model integrity, ethical leadership and effective management.<br/> CRP11. Use technology to enhance productivity.</p> |
| <p style="text-align: center;"><b>21st Century Skills</b><br/> <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i><br/> Refer to the <a href="#">21st Century Life and Skills</a></p>   | <p style="text-align: center;"><b>Interdisciplinary Connections</b><br/> <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i><br/> Refer to the <a href="#">NJ Student Learning Standards</a></p>  |
| <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>   | <p>English: Written reports about experiments</p> <p>Art: Brain Projects</p> <p>Math: Information logs on experiments</p>  |

## Unit 6: Motivation and Emotion

|                             |                            |                           |
|-----------------------------|----------------------------|---------------------------|
| Critical Knowledge & Skills | Content-Specific Practices | Standard Mastery Examples |
|-----------------------------|----------------------------|---------------------------|



|  | (when applicable)   | <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>   |
|--|---|---|
| <p>How are humans motivated?</p> <p>What is the drive reduction theory?</p> <p>How does the Yerkes-Dodson law function?</p> <p>How do intrinsic and extrinsic motivation differ?</p> | <p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p> | <p>Students will define the vocabulary terms from the unit.</p> <p>Outline the chapters of the textbook</p> <p>Complete the Barron's questions from the unit.</p> <p>Daily classroom activities: experiments, lecture, videos, discussions</p> <p>Free response in AP Style</p> |
| <p>What are primary and secondary emotions?</p> <p>What is love?</p> <p>What are the theories of emotion?</p>  | <p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p>   | <p>Students will define the vocabulary terms from the unit.</p> <p>Outline the chapters of the textbook</p> <p>Complete the Barron's questions from the unit.</p> <p>Daily classroom activities: experiments, lecture, videos, discussions</p>                                  |

|  |  |                           |
|--|--|---------------------------|
|  | Summary and Analysis of Videos/Documentaries/Films<br>Summary and analysis of guest speakers | Free response in AP Style |
|--|--|---------------------------|

| Unit 6 Assessment Plan  |   |
|---|---|
| Formative Assessment<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> | Summative Assessment<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> |
| Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,                       | Tests, Quizzes, Projects  |

| Unit 6 Suggested Modifications/Accommodations/Extension Activities  |   |   |
|---|---|---|
| English Language Learners (ELL)<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>  | Special Education / 504<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>  | Gifted and Talented<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>  |
| <ul style="list-style-type: none"> <li>a. Read written instructions</li> <li>b. Students may be provided with note organizers/study guides to reinforce key topics.</li> <li>c. Model and provide examples</li> <li>d. Extended time on assessments when needed.</li> <li>e. Establish a non-verbal cue to redirect student when not on task.</li> <li>f. Students may use a bilingual dictionary.</li> <li>g. Pair Visual Prompts with Verbal Presentations</li> <li>h. Highlight Key Words &amp; Phrases</li> </ul> | <ul style="list-style-type: none"> <li>a. Students may be provided with note organizers / study guides to reinforce key topics.</li> <li>b. Extended time on assessments when needed.</li> <li>c. Preferred seating to be determined by student and teacher.</li> <li>d. Provide modified assessments when necessary.</li> <li>E. Student may complete assessments in alternate setting when requested.</li> <li>f. Establish a non-verbal cue to redirect student when not on task.</li> </ul> | <ul style="list-style-type: none"> <li>a. Use of Higher Level Questioning Techniques</li> <li>b. Extension/Challenge Questions</li> <li>c. Provide Assessments at a Higher Level of Thinking</li> </ul> |

| Unit 6 Connections   |  |
|--|--|
| NJSLS - Technology<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i><br>Refer to the <a href="#">NJ Technology Standards</a>  | Career Readiness Practices<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i><br>Refer to the <a href="#">NJ Career Readiness Practices</a>  |
| <p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple</p> | <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> |

|   |   |
|---|---|
| <p>worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p>  | <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>                                      |
| <p style="text-align: center;"><b>21st Century Skills</b><br/><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i><br/>Refer to the <a href="#">21st Century Life and Skills</a></p>   | <p style="text-align: center;"><b>Interdisciplinary Connections</b><br/><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i><br/>Refer to the <a href="#">NJ Student Learning Standards</a></p> |
| <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p> | <p>English: Written reports about experiments</p> <p>Art: Brain Projects</p> <p>Math: Information logs on experiments</p>   |

## Unit 7: Development

| Critical Knowledge & Skills                  | Content-Specific Practices<br>(when applicable)  | Standard Mastery Examples<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> |
|--|--|--|
| <p>How does biological development work?</p> | <p>Annotations and close reading activities<br/>Classroom Discussions, Socratic seminars, and Debates<br/>Analysis of graphic organizers and notes<br/>Annotated Timelines</p> | <p>Students will define the vocabulary terms from the unit.</p>  |

|   |   |   |
|---|---|---|
| <p>What are the stages of development?</p> <p>What is Freud's theory of psychosexual development?</p> <p>What is Erikson's theory of psychosocial development?</p>              | <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>   | <p>Outline the chapters of the textbook</p> <p>Complete the Barron's questions from the unit.</p> <p>Daily classroom activities: experiments, lecture, videos, discussions</p> <p>Free response in AP Style</p>   |
| <p>What is Piaget's theory of cognitive development?</p> <p>What is Kubler-Ross's theory of death and dying?</p> <p>What is ethnocentrism?</p> <p>What is moral relativity?</p> | <p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p> | <p>Students will define the vocabulary terms from the unit.</p> <p>Outline the chapters of the textbook</p> <p>Complete the Barron's questions from the unit.</p> <p>Daily classroom activities: experiments, lecture, videos, discussions</p> <p>Free response in AP Style</p> |

| Unit 7 Assessment Plan  |   |
|---|---|
| <p><b>Formative Assessment</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> | <p><b>Summative Assessment</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> |

|   |                          |
|---|--------------------------|
| Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides, | Tests, Quizzes, Projects |
|---|--------------------------|

| Unit 7 Suggested Modifications/Accommodations/Extension Activities  |   |   |
|---|---|---|
| English Language Learners (ELL)<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>  | Special Education / 504<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>  | Gifted and Talented<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>                              |
| a. Read written instructions<br>b. Students may be provided with note organizers/study guides to reinforce key topics.<br>c. Model and provide examples<br>d. Extended time on assessments when needed.<br>e. Establish a non-verbal cue to redirect student when not on task.<br>f. Students may use a bilingual dictionary.<br>g. Pair Visual Prompts with Verbal Presentations<br>h. Highlight Key Words & Phrases | a. Students may be provided with note organizers / study guides to reinforce key topics.<br>b. Extended time on assessments when needed.<br>c. Preferred seating to be determined by student and teacher.<br>d. Provide modified assessments when necessary.<br>E. Student may complete assessments in alternate setting when requested.<br>f. Establish a non-verbal cue to redirect student when not on task. | a. Use of Higher Level Questioning Techniques<br>b. Extension/Challenge Questions<br>c. Provide Assessments at a Higher Level of Thinking |

| Unit 7 Connections  |  |
|---|--|
| NJSLS - Technology<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i><br>Refer to the <a href="#">NJ Technology Standards</a>   | Career Readiness Practices<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i><br>Refer to the <a href="#">NJ Career Readiness Practices</a>  |
| 8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.<br><br>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.<br><br>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.<br><br>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results. | CRP1. Act as a responsible and contributing citizen and employee.<br>CRP2. Apply appropriate academic and technical skills.<br>CRP3. Attend to personal health and financial well-being.<br>CRP4. Communicate clearly and effectively and with reason.<br>CRP5. Consider the environmental, social and economic impacts of decisions.<br>CRP6. Demonstrate creativity and innovation.<br>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.<br>CRP9. Model integrity, ethical leadership and effective management.<br>CRP11. Use technology to enhance productivity. |
| 21st Century Skills<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>  | Interdisciplinary Connections  |

| Refer to the <a href="#">21st Century Life and Skills</a>   | <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i><br>Refer to the <a href="#">NJ Student Learning Standards</a> |
|---|--|
| <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p> | <p>English: Written reports about experiments</p> <p>Art: Brain Projects</p> <p>Math: Information logs on experiments</p>  |

## Unit 8: Personality

| Critical Knowledge & Skills   | Content-Specific Practices<br>(when applicable)  | Standard Mastery Examples<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>  |
|---|--|---|
| <p>How is personality categorized?</p> <p>What are the major theories of personality?</p> | <p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> | <p>Students will define the vocabulary terms from the unit.</p> <p>Outline the chapters of the textbook</p> <p>Complete the Barron's questions from the unit.</p> |

|  |  |  |
|--|--|--|
| What are the Freudian structures of personality?   | Document Based Question analysis and essays<br>Written responses to queries<br>Summary and Analysis of Videos/Documentaries/Films<br>Summary and analysis of guest speakers  | Daily classroom activities: experiments, lecture, videos, discussions<br><br>Free response in AP Style   |
| What is trait theory of personality?<br><br>How do parents influence a child's personality?<br><br>How are various personality tests similar or different? | Annotations and close reading activities<br>Classroom Discussions, Socratic seminars, and Debates<br>Analysis of graphic organizers and notes<br>Annotated Timelines<br>Teacher and student led PowerPoint Presentations<br>Class Trips to applicable historical sites/monuments<br>Definitions of key terms and concepts<br>Individual/Group Presentations<br>Document Based Question analysis and essays<br>Written responses to queries<br>Summary and Analysis of Videos/Documentaries/Films<br>Summary and analysis of guest speakers | Students will define the vocabulary terms from the unit.<br><br>Outline the chapters of the textbook<br><br>Complete the Barron's questions from the unit.<br><br>Daily classroom activities: experiments, lecture, videos, discussions<br><br>Free response in AP Style |

| Unit 8 Assessment Plan  |   |
|---|---|
| Formative Assessment<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> | Summative Assessment<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> |
| Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,                       | Tests, Quizzes, Projects  |

| Unit 8 Suggested Modifications/Accommodations/Extension Activities |                         |                     |
|--|-------------------------|---------------------|
| English Language Learners (ELL)                                    | Special Education / 504 | Gifted and Talented |

| <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>   | <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>   | <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>   |
|---|---|---|
| <ul style="list-style-type: none"> <li>a. Read written instructions</li> <li>b. Students may be provided with note organizers/study guides to reinforce key topics.</li> <li>c. Model and provide examples</li> <li>d. Extended time on assessments when needed.</li> <li>e. Establish a non-verbal cue to redirect student when not on task.</li> <li>f. Students may use a bilingual dictionary.</li> <li>g. Pair Visual Prompts with Verbal Presentations</li> <li>h. Highlight Key Words &amp; Phrases</li> </ul> | <ul style="list-style-type: none"> <li>a. Students may be provided with note organizers / study guides to reinforce key topics.</li> <li>b. Extended time on assessments when needed.</li> <li>c. Preferred seating to be determined by student and teacher.</li> <li>d. Provide modified assessments when necessary.</li> <li>E. Student may complete assessments in alternate setting when requested.</li> <li>f. Establish a non-verbal cue to redirect student when not on task.</li> </ul> | <ul style="list-style-type: none"> <li>a. Use of Higher Level Questioning Techniques</li> <li>b. Extension/Challenge Questions</li> <li>c. Provide Assessments at a Higher Level of Thinking</li> </ul> |

| <b>Unit 8 Connections</b>  |   |
|--|---|
| <b>NJSLS - Technology</b><br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i><br>Refer to the <a href="#">NJ Technology Standards</a>   | <b>Career Readiness Practices</b><br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i><br>Refer to the <a href="#">NJ Career Readiness Practices</a>  |
| <p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p> | <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p> |



|   |  |
|---|--|
|   |  |
| <p align="center"><b>21st Century Skills</b></p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p align="center">Refer to the <a href="#">21st Century Life and Skills</a></p>  | <p align="center"><b>Interdisciplinary Connections</b></p> <p align="center"><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i></p> <p align="center">Refer to the <a href="#">NJ Student Learning Standards</a></p> |
| <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p> | <p>English: Written reports about experiments</p> <p>Art: Brain Projects</p> <p>Math: Information logs on experiments.</p>   |

## Unit 9: Psychological Disorder/Therapy

| Critical Knowledge & Skills             | Content-Specific Practices<br>(when applicable)   | Standard Mastery Examples<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> |
|---|---|--|
| How can normal and abnormal be defined? | Annotations and close reading activities<br>Classroom Discussions, Socratic seminars, and Debates<br>Analysis of graphic organizers and notes | Students will define the vocabulary terms from the unit.   |

|  |   |   |
|--|---|---|
| <p>What is schizophrenia?</p> <p>What causes schizophrenia?</p>  | <p>Annotated Timelines<br/> Teacher and student led PowerPoint Presentations<br/> Class Trips to applicable historical sites/monuments<br/> Definitions of key terms and concepts<br/> Individual/Group Presentations<br/> Document Based Question analysis and essays<br/> Written responses to queries<br/> Summary and Analysis of Videos/Documentaries/Films<br/> Summary and analysis of guest speakers</p>  | <p>Outline the chapters of the textbook</p> <p>Complete the Barron's questions from the unit.</p> <p>Daily classroom activities: experiments, lecture, videos, discussions</p> <p>Free response in AP Style</p>   |
| <p>What are the treatments for schizophrenia?</p> <p>What are the causes to make someone a sociopath or psychopath?</p> <p>Why do serial killers kill?</p> | <p>Annotations and close reading activities<br/> Classroom Discussions, Socratic seminars, and Debates<br/> Analysis of graphic organizers and notes<br/> Annotated Timelines<br/> Teacher and student led PowerPoint Presentations<br/> Class Trips to applicable historical sites/monuments<br/> Definitions of key terms and concepts<br/> Individual/Group Presentations<br/> Document Based Question analysis and essays<br/> Written responses to queries<br/> Summary and Analysis of Videos/Documentaries/Films<br/> Summary and analysis of guest speakers</p> | <p>Students will define the vocabulary terms from the unit.</p> <p>Outline the chapters of the textbook</p> <p>Complete the Barron's questions from the unit.</p> <p>Daily classroom activities: experiments, lecture, videos, discussions</p> <p>Free response in AP Style</p> |
| <p>What is the relationship between depression and anxiety?</p>  | <p>Annotations and close reading activities<br/> Classroom Discussions, Socratic seminars, and Debates<br/> Analysis of graphic organizers and notes</p>  | <p>Students will define the vocabulary terms from the unit.</p> <p>Outline the chapters of the textbook</p>   |

|   |  |   |
|---|--|---|
| <p>What are the warning signs of suicide?</p> <p>How do the various forms of therapy compare?</p> | <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p> | <p>Complete the Barron's questions from the unit.</p> <p>Daily classroom activities: experiments, lecture, videos, discussions</p> <p>Free response in AP Style</p> |
|---|--|---|

| Unit 9 Assessment Plan  |   |
|---|---|
| Formative Assessment<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> | Summative Assessment<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> |
| Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,                       | Tests, Quizzes, Projects  |

| Unit 9 Suggested Modifications/Accommodations/Extension Activities  |   |   |
|---|---|---|
| English Language Learners (ELL)<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>  | Special Education / 504<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>  | Gifted and Talented<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>  |
| <ul style="list-style-type: none"> <li>a. Read written instructions</li> <li>b. Students may be provided with note organizers/study guides to reinforce key topics.</li> <li>c. Model and provide examples</li> <li>d. Extended time on assessments when needed.</li> <li>e. Establish a non-verbal cue to redirect student when not on task.</li> <li>f. Students may use a bilingual dictionary.</li> <li>g. Pair Visual Prompts with Verbal Presentations</li> <li>h. Highlight Key Words &amp; Phrases</li> </ul> | <ul style="list-style-type: none"> <li>a. Students may be provided with note organizers / study guides to reinforce key topics.</li> <li>b. Extended time on assessments when needed.</li> <li>c. Preferred seating to be determined by student and teacher.</li> <li>d. Provide modified assessments when necessary.</li> <li>E. Student may complete assessments in alternate setting when requested.</li> <li>f. Establish a non-verbal cue to redirect student when not on task.</li> </ul> | <ul style="list-style-type: none"> <li>a. Use of Higher Level Questioning Techniques</li> <li>b. Extension/Challenge Questions</li> <li>c. Provide Assessments at a Higher Level of Thinking</li> </ul> |

| Unit 9 Connections   |   |
|--|---|
| <b>NJSLS - Technology</b><br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i><br>Refer to the <a href="#">NJ Technology Standards</a>   | <b>Career Readiness Practices</b><br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i><br>Refer to the <a href="#">NJ Career Readiness Practices</a>  |
| <p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p> | <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p> |
| <b>21st Century Skills</b><br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i><br>Refer to the <a href="#">21st Century Life and Skills</a>   | <b>Interdisciplinary Connections</b><br><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i><br>Refer to the <a href="#">NJ Student Learning Standards</a>  |
| <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p>  | <p>English: Written reports about experiments</p> <p>Art: Brain Projects</p> <p>Math: Information logs on experiments</p>   |

9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

## Unit 10: Prosocial and Antisocial Behavior

| Critical Knowledge & Skills   | Content-Specific Practices<br>(when applicable)  | Standard Mastery Examples<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>  |
|---|--|---|
| <p>What is social psychology?</p> <p>What are social roles and how do they determine behavior?</p> <p>How do cultural norms vary between areas and societies?</p> | <p>Annotations and close reading activities<br/>Classroom Discussions, Socratic seminars, and Debates<br/>Analysis of graphic organizers and notes<br/>Annotated Timelines<br/>Teacher and student led PowerPoint Presentations<br/>Class Trips to applicable historical sites/monuments<br/>Definitions of key terms and concepts<br/>Individual/Group Presentations<br/>Document Based Question analysis and essays<br/>Written responses to queries<br/>Summary and Analysis of Videos/Documentaries/Films<br/>Summary and analysis of guest speakers</p> | <p>Students will define the vocabulary terms from the unit.</p> <p>Outline the chapters of the textbook</p> <p>Complete the Barron's questions from the unit.</p> <p>Daily classroom activities: experiments, lecture, videos, discussions</p> <p>Free response in AP Style</p> |
| <p>What did the Stanford Prison Experiment reveal about the power of situational roles?</p>   | <p>Annotations and close reading activities<br/>Classroom Discussions, Socratic seminars, and Debates<br/>Analysis of graphic organizers and notes<br/>Annotated Timelines</p>   | <p>Students will define the vocabulary terms from the unit.</p> <p>Outline the chapters of the textbook</p>   |

|   |   |   |
|---|---|---|
| <p>What are some examples of teenage conformity?</p> <p>What are the benefits and dangers of obedience?</p> | <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p> | <p>Complete the Barron's questions from the unit.</p> <p>Daily classroom activities: experiments, lecture, videos, discussions</p> <p>Free response in AP Style</p> |
|---|---|---|

| Unit 10 Assessment Plan   |   |
|---|---|
| Formative Assessment<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> | Summative Assessment<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> |
| Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,                       | Tests, Quizzes, Projects  |

| Unit 10 Suggested Modifications/Accommodations/Extension Activities   |   |   |
|---|---|---|
| English Language Learners (ELL)<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>  | Special Education / 504<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>  | Gifted and Talented<br><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>  |
| <ul style="list-style-type: none"> <li>a. Read written instructions</li> <li>b. Students may be provided with note organizers/study guides to reinforce key topics.</li> <li>c. Model and provide examples</li> <li>d. Extended time on assessments when needed.</li> <li>e. Establish a non-verbal cue to redirect student when not on task.</li> <li>f. Students may use a bilingual dictionary.</li> <li>g. Pair Visual Prompts with Verbal Presentations</li> <li>h. Highlight Key Words &amp; Phrases</li> </ul> | <ul style="list-style-type: none"> <li>a. Students may be provided with note organizers / study guides to reinforce key topics.</li> <li>b. Extended time on assessments when needed.</li> <li>c. Preferred seating to be determined by student and teacher.</li> <li>d. Provide modified assessments when necessary.</li> <li>E. Student may complete assessments in alternate setting when requested.</li> <li>f. Establish a non-verbal cue to redirect student when not on task.</li> </ul> | <ul style="list-style-type: none"> <li>a. Use of Higher Level Questioning Techniques</li> <li>b. Extension/Challenge Questions</li> <li>c. Provide Assessments at a Higher Level of Thinking</li> </ul> |

|                            |
|----------------------------|
| <b>Unit 10 Connections</b> |
|----------------------------|

| <p align="center"><b>NJSLS - Technology</b></p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p align="center">Refer to the <a href="#">NJ Technology Standards</a></p>   | <p align="center"><b>Career Readiness Practices</b></p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p align="center">Refer to the <a href="#">NJ Career Readiness Practices</a></p>  |
|--|---|
| <p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p> | <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p> |
| <p align="center"><b>21st Century Skills</b></p> <p align="center"><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p align="center">Refer to the <a href="#">21st Century Life and Skills</a></p>   | <p align="center"><b>Interdisciplinary Connections</b></p> <p align="center"><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i></p> <p align="center">Refer to the <a href="#">NJ Student Learning Standards</a></p>  |
| <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>  | <p align="center">English: Written reports about experiments</p><br><br><p align="center">Art: Brain Projects</p><br><br><p align="center">Math: Information logs on experiments</p>  |

